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ABSTRACT

Cultural orientation, teaching about a new culture and the skills needed to operate within it, is a critical component of refugee services programs. This handbook was developed at a 2-day workshop sponsored by the Northwest Educational Cooperative (NEC) and is designed to help improve the competencies of teacher trainers and bilingual staff responsible for providing cultural orientation. The handbook is divided into three sections. Section 1 consists of workshop handouts including a questionnaire aimed at determining participants' opinions about, and knowledge of cultural orientation programs, and a curriculum guide for such a program. Section 2 is a review of existing bilingual materials, including a listing of the language and purpose of materials housed in the NEC's library. Section 3 is a selection of cultural orientation lesson plans on topics such as the sponsor/refugee relationship, social customs, and using public transportation. The cultural-specific materials in this handbook were taken from materials used in Southeast Asian refugee camps. A bibliography of selected bilingual cultural orientation materials, and sample cultural orientation lessons are included. (JL)
(Adjunct ERIC Clearinghouse on Literacy Education)

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DEVELOPING CULTURAL ORIENTATION MATERIALS

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NORTHWEST EDUCATIONAL COOPERATIVE

REGION V TECHNICAL ASSISTANCE PROJECT

DEVELOPING CULTURAL ORIENTATION MATERIALS

Presentors: Linda Mrowicki
Tipawan Reed

Participants and Name of Program

Jill Ginsberg	Chicgo Urban Skills Institute Cuban-Haitian Entrant Program
Manivan Sayavong	Elgin YWCA Refugee Program
Thavisouk Vonsaga	Elgin " "
Savat Kbem	IDPA - Office of Refugee Resettlement
Buu Tap	IDPA - " "
Xiong Hu	Jewish Vocational Services
Hean Mam	Joliet Township High School Refugee Program
Bravo Sinephimmachac	Joliet " "
Khoi Quoc Nguyen	Vietnamese Community of DeKalb County
Tu Van Nguyen	Vietnamese " "
Shirley Chow	World Relief

NORTHWEST EDUCATIONAL COOPERATIVE
500 S. DWYER AVENUE
ARLINGTON HEIGHTS, IL 60005

January 13-14, 1983

(Funded by: Office of Refugee Resettlement, Health and Human Services, Region V)

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INTRODUCTION

"Developing Cultural Orientation Materials" is the first of four workshops funded by Region V, Health and Human Services. The goal of the entire series is to improve the competencies of refugee service provided staff.

Cultural Orientation has always been considered a critical component in the refugee program. Without an intensive comprehensive orientation conducted in the refugee's own language, his or her adjustment to the program, community, and United States society will be extremely difficult.

Often cultural orientation is given a very limited definition - it is thought of as informing the refugee about life in the United States. Actually the scope of cultural orientation is much broader. From the program's perspective, cultural orientation is the dissemination of information, the teaching of skills and the mutual exploration of and comparison between the United States and the refugees' values and attitudes. To the refugee, successful participation in a cultural orientation component means that he or she must <u>demonstrate</u> comprehension of the imformation, <u>demonstrate</u> skills, and <u>make choices</u> which reflect a clear understanding of the refugee's own value system as well as the value system of the United States.

The bilingual staff person has the responsibility for providing the above. As such, he or she is a professional who needs to be well-trained in both the content areas of cultural orientation as well as the process of education and training. Because of the importance of cultural orientation, the first practitioner's workshop was devoted to improving staff skills and developing materials. The two-day workshop consisted of an overview of the goals of cultural orientation, a review of existing materials, a presentation of the orientation materials used in the Southeast Asian camps, an introduction to three types of lesson formats, and the actual development of lessons.

This handbook was developed as a result of the workshop. It is divided into three sections:

I. Workshop handouts
II. Review of existing bilingual materials
III. Cultural Orientation lessons

The Northwest Educational Cooperative hopes that readers will find these materials a useful resource to both teacher-trainers and bilingual staff who wish to learn more about the process of providing cultural orientation.

Interested readers who have questions or would like further imformation about this handbook or the workshop series are welcome to call Linda Mrowicki at (312) 870-4166.

Linda Mrowicki
March, 1983

AGENDA

	Topic	Objectives - Participants Will be Able to:
Day One:	Goals of cultural orientation materials: information-giving skill-building values clarification attitude exploration	State the four goals of cultural orientation materials
	Overview of existing materials	Identify examples of materials for each goal.
	Cultural Orientation in the refugee camps	Identify the content and methodology for C.O. used in the camps
	C.O. lesson format	List the stages and activities of a C.O. lesson
	C.O. lesson planning	Determine topics for the workshop lessons Determine lesson objectives
Day Two:	C.O. lesson writing	Write lessons which can be used by refugee service providers and MAA's

WORKSHOP HANDOUTS

WORKSHEET

1. Cultural orientation is most effectively conducted in the native language.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree

2. The major goal of cultural orientation is to give refugees information about American culture.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree

3. The main responsibility of a cultural orientation teacher is to teach clients to make their own choices.

Strongly Disagree	Slightly Disagree	No Opinion	Slightly Agree	Strongly Agree

WORKSHEET

A. Read the objectives. Are they for information, skills, or values?

1. Clients can list three sources for finding out about job openings.

   Information Skills Values

2. Clients can read and understand a want ad.

   Information Skills Values

3. Clients can use a time clock.

   Information Skills Values

4. Clients can fill out an application form.

   Information Skills Values

5. Clients can describe why "American" women work and express their ideas about it.

   Information Skills Values

B. The topic is "upward mobility."
Can you think of some objectives for this topic?

1. Information:

2. Skills:

3. Values:

EMPLOYMENT

28. Students can describe common entry-level jobs in the U.S.

29. Students understand the concept of upward mobility.

30. Students can describe ways of finding employment.

31. Students understand the American attitude regarding separation of work from leisure time.

32. Students can assess and describe their own work experience and skills.

33. Students can provide the following basic personal employment data:

    - name, address, and birthdate
    - social security number (once obtained in U.S.)
    - immigration status
    - previous jobs held
    - level of education attained

34. Students can describe steps in preparing for a job interview:

    - learn about the job
    - assess skills in relation to the job
    - gather important documents, i.e. I-94 and Social Security card

35. Students can demonstrate appropriate behavior at a job interview:

    - getting to the interview on time
    - personal appearance
    - manner and gestures
    - self-assertiveness
    - clarification of job responsibilities if hired

36. Students can describe typical working hours and job benefits.

37. Students can describe common responsibilities of employees:

    - perform productively
    - be punctual
    - notify employer when sick
    - cooperate with co-workers
    - give notice of resignation

38. Students can describe cultural differences in factors affecting on-the-job relations:

    - status of the employer
    - pace of work and social climate
    - resolving conflicts

Cultural Orienation Resource Manual - Center for Applied Linguistics, et.al., 1982

DESCRIPTION OF CULTURAL ORIENTATION CONTENT

The following abbreviated statements are a summary of concepts and skills in which students completing the cultural orientation component of the Intensive ESL/CO Program have been trained.

CLASSROOM ORIENTATION:	teacher-student relationships; appropriate classroom behavior; asking for clarification
TIME MANAGEMENT:	punctuality; planning daily schedules; use of appointments
COMMUNICATION:	name order, greetings; use of telephone; long distance calls; emergency situations; maps
HOUSING:	finding a home; appliances and furnishings; household safety and security; conservation of energy; buying and storing foodstuffs; waste disposal; landlord and tenant responsibilities
EMPLOYMENT:	entry-level jobs; upward mobility; finding a job; work and play; personal employment data; job interview; employer and employee responsibilities; on-the-job relations
CONSUMERISM AND FINANCE:	American money; safe handling of money; stores and shopping; checks; pay deductions; banking; budgeting; paying bills
COMMUNITY SERVICES:	support systems; identifying helpers; self-sufficiency and public assistance; educational systems; rights and responsibilities of citizens; role of police; public transportation
HEALTH AND SANITATION:	medical facilities; payment procedures; pre-natal and infant care; medicines; preventive health; stress; family planning
SOCIAL ROLES:	multi-ethnic society; role of women; changing family patterns and roles; parental responsibilities
RESETTLEMENT AND SPONSORSHIP:	VOLAGs; expectations and responsibilities of refugees and sponsors
THE TRANSIT PROCESS:	preparation and travel

EMPLOYMENT

1. Attitudes Toward Work

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In America, one is judged primarily by one's work. Status is achieved, not inherited. In the open class system, one can start at the bottom and work up. The more one works, the more one can accomplish. Effort and enthusiasm are rewarded. Americans admire the one who achieves success on his own.	In SE Asia, one is judged primarily by family background. One's status and level of education determine one's work. One may advance to higher levels of responsibility, but is likely to stay with the same organization all of one's life. One does not tempt fate by aspiring beyond one's station or means. One's duty is to play out one's life role in harmony with the surroundings and place in society. For rural SE Asians, work is not easily distinguished from other activities. Work and play are intertwined. The urbanite may be more accustomed to a specific job with regular work hours.	Americans feel that hierarchical social structure does not permit individual growth and advancement. Too much emphasis on status prevents a competent person from getting ahead. There is little incentive to compete, learn and improve. *If it's worth doing, it's worth doing right.* (American proverb)	SE Asians feel that Americans place so much emphasis on work that they do not enjoy life. They expect too much of an individual. People are urged to set personal goals which may be unrealistic. Taking a job beneath one's status in order to climb the economic ladder is degrading. *If it's enjoyable, it's worth doing.*

EMPLOYMENT

2. The Job Interview

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In America the job interview is normally an opportunity for the applicant to demonstrate self-confidence, enthusiasm, and willingness to work. The applicant is expected to talk about his abilities, his education, his past work experience and his hopes and plans for the future. The interviewer would expect the applicant to ask questions about his job responsibilities, about other concerns pertaining to the job, and about opportunities for advancement.	In SE Asia the job interview is often a formality. Usually one secures employment through an intermediary such as a friend or relative. The applicant is expected to show respect, gratitude and humility. The employer expects that in exchange for hiring the applicant, he would have the applicant's loyalty and his willingness to conform to the demands made of him.	Americans often assume that the submissive attitude of the SE Asian such as avoiding direct eye contact, indicates a lack of enthusiasm, confidence and the desire to work hard.	The SE Asian would regard the self-assertive approach in a job interview to be improper behavior toward a prospective superior.

EMPLOYMENT

3. The Work Place

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the American workplace where time is carefully planned and scheduled, breaks, leaves and vacations are arranged according to the most efficient use of time and the demands of production. Employees are expected to give ample notice of any need to make changes. Mealtimes and work schedules are often staggered in order to maximize production. It is the responsibility of the employee to tell the employer when he is unable to perform his tasks efficiently.	In SE Asia, normally, time is not rigidly scheduled, Mood may determine the length of a break or whether it is taken at all. Vacations are often taken by all employees at the same time. If an employee's job performance is deficient, it is the responsibility of the employer to try to understand why. Absences due to ill-health or other reasons are often explained after the fact. Employers tend to be tolerant of those who fail to give notice of their intention to resign.	Americans recognize that you cannot separate an employee's feelings from his efficiency on the job. Nevertheless, emphasis must be given to efficient production. An employee must not allow non-work-related concerns to interfere with his job performance.	SE Asians feel that employees will be most productive when the workplace fosters happy and harmonious relations.

EMPLOYMENT

4. On-the-Job Relationships

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
American employers maintain friendly relations with employees and avoid getting involved in personal or family matters. Employees expect to be heard out when they have grievances or suggestions, but such matters may often be channeled through a spokesman or union representative. It is expected that employees will conform to decisions and policies of the workplace. American employees are expected to cooperate with one another to maintain on-the-job efficiency. Friendships are not necessarily formed with one's fellow workers, but rather in clubs or other groups outside the workplace.	SE Asian employers are expected to maintain social distance from employees. They are expected to advise or help if special problems arise, even those outside the workplace. The employer is expected to recognize differences in ability and personality when assigning tasks. The employee expects the boss to look out for his interests, anticipate problems, and take action to maintain good working relationships between employees. Employees are likely to form strong friendships with their fellow workers.	Americans think that SE Asians are unable to subordinate personal concerns to the task of the group. An employee should take care of his personal affairs himself and on his own time. *Majority rules.*	SE Asians feel that Americans do not place enough importance on harmonious relations among employees. *If you are a prince, love your subjects;* *If you are a superior, love your subordinates;* *If you are a grandfather, love your grandchildren,* *If you are a headman, love your villagers.* (Lao proverb)

EMPLOYMENT

1. In Southeast Asia and the U.S., what kinds of work are prestigious and why?

2. What is the difference between confidence and arrogance in an interview?

3. What is implied by job success in the U.S. compared with Southeast Asia?

4. What factors are important in determining job advancement? What effect does job advancement have on an individual's family and lifestyle?

5. Identify some on-the-job practices which illustrate the dictum "time is money". How might this affect interpersonal relationships?

6. Discuss competition in the workplace in Southeast Asia and in the U.S. How do others regard the competitive individual?

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INFORMATION LESSON FORMAT

WHAT	*HOW*
I. Topic and Objectives	*Oral or Written*
II. Activities *Information Presentation*	*Oral presentation or* *Written passage*
III. Evaluation *Comprehension Check*	*A. Oral questions* *Oral answers (group or individual)* *B. Oral questions* *Written answers* *C. Written questions* *Written answers*

COMPREHENSION QUESTIONS

A. Kinds of Questions

1. Yes/No
2. OK
3. Wh words

Simple ↓ Difficult

B. Kinds of Answers

1. The answer comes directly from the text
2. The answer is inferred from the text
3. The answer comes from the text and the student's own experiences

Simple ↓ Difficult

Adapted from: Gurry's Levels of Comprehension Questions, O. Gregory

INFORMATION LESSON
BECOMING A BILINGUAL AIDE OR A BILINGUAL TEACHER IN ILLINOIS

I. Objective - The students will explain the qualifications for becoming a bilingual aide/teacher.

II. Activity - oral presentation

In order to become a bilingual aide in Illinois, you must apply for a statement of approval to serve as an aide. This is form ISBE 73-28 from the county. You also need at least 30 hours of college credit.

To be a bilingual teacher you must have been trained as a teacher and/or have a bachelor's degree or higher. If you are not a citizen, you must file a declaration of intent to be a citizen. Once these requirements are met, you have to take a test which is both English and the language of your choice. This test has both an oral and a written section. Its purpose is to assess your ability to communicate as well as your knowledge of the language of English. If you receive a passing mark, you can be certified.

The test is administered through the selected universities as identified by the Illinois State Board of Education Office. You can call ISBE-Bilingual Section for more information. The procedures are soon to change, however.

III. Evaluation - Oral comprehension questions

1. Do you have to take a test to be a bilingual aide?	2. Which position requires a B.A. - aide or teacher?	3. How many hours of college credit is needed for an aide?
4. Does ISBE set the procedures for the certification?	5. Which is easier to become - an aide or a teacher?	6. Which grades can you teach if you have a bilingual certificate?
7. Do you want a bilingual certificate?	8. Would you prefer being an aide or a teacher?	9. Why would you like or not like to be a bilingual aide/teacher

SKILLS LESSON FORMAT

WHAT	*HOW*
I. Topic and Objectives	*Oral or Written*
II. Activities	
A. Introduce Skill	*1. Describe process* *2. Give the instructions and demonstrate*
B. Practice Skill	*1. Give the instructions and have clients demonstrate.* *2. Clients perform above; comment after the task is completed.*
III. Evaluation Demonstration	*Clients perform by themselves.*

SKILLS LESSON - USING A TIME CLOCK

I. OBJECTIVE: Students will be able to punch in and out on a time clock.

II. ACTIVITIES:

A. Introduction:

1. Teacher explains the use of the time clock.
2. Teacher gives the instructions and demonstrates.

B. Practice

1. Students perform as teacher gives instructions.
2. Students perform above.

Teacher gives feedback after the students have punched in.

III. EVALUATION: Each student finds his/her card and punches in correctly.

VALUES LESSON FORMAT

WHAT	*HOW*
I. Topic and Objectives	*Oral or Written*
II. Activities	
A. Share individual experiences	*Pair/group discussion and restatement for whole class*
B. Express and Discuss Individual Values	*Values clarification*
C. Information about U.S.	*Oral/written information and Comprehension questions*
D. Combining U.S. system with client's background	*Lists of advantages/disadvantages or Discussion*
III. Application	
A. Making choices	*Problem-solving or Culture Capsules or Critical Incidents*

VALUES LESSON - BILINGUAL STAFF CULTURAL ORIENTATION LESSON*

OBJECTIVES: Indonesian teachers will be able to:

1. compare the Indonesian educational system with the U.S. educational system;

2. given a problem, select the best strategy which incorporates ideas from both the Indonesian and U.S. educational systems.

ACTIVITIES:

A. Share Individual Experiences

Students form two groups and brainstorm and vote to get the top three characteristics of a "good" Indonesian university professor they studied with.

B. Express and Discuss Individual Values

Students complete this values clarification activity:

1. It is important for a teacher to have more knowledge of the subject than the students.

2. Students learn more from each other than they do from the teacher.

C. Information About the U.S.

1. A 5-minute lecture about progressive education and self-directed learning.

2. Students list activities found in a progressive education classroom.

D. Combining U.S. System With Client's Background

1. Students break into groups and list the advantages and disadvantages of the "lecture."

APPLICATION: Pairs discuss the question: A teacher is having difficulty facilitating a values/attitudes discussion. What should he/she do?

Students identify a solution and report back to the rest of the class.

*Developed and presented to the C.O. teachers by L. Mrowicki and the supervisory staff - September 1982. Galang Refugee Camp, Indonesia.

FORMAL BRAINSTORMING

Preparation:

1. Get sufficient newsprint and markers.

Procedures:

1. Each person lists in turn a suggestion.

   If someone doesn't have a suggestion - he or she can "pass."

   Continue until all pass.

2. Clarify and combine items.

   Note: Only the person who suggested an item can clarify it.

3. Vote - for as many items as you want.

4. Discuss.

5. Revote - one person - one vote.

VALUES CLARIFICATION

Preparation:

1. Identify the statements to be discussed. Keep them open.
2. Write the statements on a blackboard/newsprint and/or individual worksheets.
3. Designate and label parts of the room for those that STRONGLY DISAGREE, SLIGHTLY DISAGREE, HAVE NO OPINION, SLIGHTLY AGREE, or STRONGLY AGREE with the statements.

Procedures:

1. Introduce the activity.
2. Students think about the first statement.
3. Students individually decide how they feel about the statement. Students note their response on paper.
4. Students group themselves according to their response.
5. Each group discusses their response.
6. A spokesperson from each group explains the reasons for the group's response to the rest of the class.
7. Everyone sits down and thinks about the statement and the discussion.
8. Students revote individually and regroup.

Continue with the next statement.

CRITICAL INCIDENTS

PREPARATION:

1. Write up some of your own "cross-cultural incidents" based on real life situations (see examples below)
2. Set the room up "banquet style" to facilitate small group discussions

PROCEDURE:

1. Break the class into small groups
2. Select a recorder and reporter
3. Have each group:
   a. identify the problem
   b. from the individuals perspective, identify the cultural values on which the problem(s) is/are based
   c. come to a consensus on recommended solution(s)
   d. report to the large group

- -

EXAMPLES:

A. Mrs. Meo didn't feel well one morning, so she stayed in bed. "It's no problem," she thought, "I'll tell my boss about it tomorrow."

B. Mr. Sok works at a factory. When he arrived for work 30 minutes late his supervisor yelled at him in front of all the other workers. Mr. Sok was ashamed and wanted to quit.

C. Mr. Bounsai was a bank clerk in Laos. When he arrived in America he was offered a job as a janitor. He refused the job, saying "Janitorial work is demeaning for me. I'll just try to study English instead."

BIBLIOGRAPHY OF SELECTED BILINGUAL CULTURAL ORIENTATION MATERIALS

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The following bilingual cultural orientation materials were reviewed by workshop participants. Next to the titles are listed the languages the materials are written in and the purpose of the materials.

All the materials are housed in the NEC library.

TITLE AND AUTHOR	LANGUAGE						PURPOSE		
	English	Viet.	Lao	Hmong	Khmer	Chinese	Info.	Skills	Values
ALCOHOL, Indochinese Community and Education Project.		x					x		
FINDING YOUR WAY - A Directory of Public Programs Available to Indochinese Refugees, Inter-agency Task Force for Indochinese Refugees.	x	x	x				x		
A GUIDE FOR HELPING REFUGEES ADJUST TO THEIR NEW LIFE IN THE U.S., Center for Applied Linguistics.	x						x	x	
HEALTH MESSAGE TO THE LAOTIAN REFUGEES (Vietnam & Cambodian), Governor's Information Center for Asian Assistance.	x	x	x		x		x		
HOW TO APPLY FOR NATURALIZATION		x					x	x	
JOB INTERVIEW QUESTIONS, P. Katz and L. Jones.	x	x					x	x	
MANUAL FOR NEW INDOCHINESE REFUGEES SETTLING AT BLACKHAWK COLLEGE, Black Hawk Indochinese Program.	x	x	x				x		
ORIENTATION HANDBOOK, Office of Refugee Resettlement.	x	x	x				x		
PRENATAL CLASS FOR INDOCHINESE REFUGEES, Elgin YWCA Indochinese Refugee Project.	x		x				x	x	

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TITLE AND AUTHOR	LANGUAGE						PURPOSE		
	English	Viet.	Lao	Hmong	Khmer	Chinese	Info.	Skills	Values
RESOURCE DIRECTORY. Dr. King Education Center.	x		x				x		
SOUTHEAST ASIAN AMERICAN/NUTRITION EDUCATION MATERIALS, Department of Agriculture.	x	x	x		x		x	x	
ORIENTATION FOR THE NEW ARRIVAL, Springfield Refugee Consortium	x	x	x				x		
STRESS, Indochinese Community, Health and Education Project.	x	x					x		
THE TEN COMMANDMENTS, Truman College Indochinese Program.	x	x	x	x	x	x	x		x
WELCOME TO CHICAGO, Catholic Charities et al.	x	x					x		

CULTURAL ORIENTATION LESSONS

Shirley Chow

TOPIC: Sponsor/refugee relationship

LESSON FOCUS: Information

OBJECTIVES: The refugee will state the difference between an office and private sponsorship and state the minimal responsibilities of a sponsor and a refugee.

ACTIVITIES: Oral presentation outline

A. Office and private sponsors
B. Resettlement plan - minimal expectations
C. Refugees - need to cooperate and be patient

EVALUATION: Comprehension Questions

1. Tell me what you understand.
2. Does your sponsor have to give you money?
3. How long does your sponsor have to help you?
4. Is this a legal, financial commitment from the sponsor?
5. What can you expect your sponsor to help you with?

Savat Khem
Hean Nam

TOPIC: Sponsor's role

LESSON FOCUS: Information

OBJECTIVES: The refugees can state the responsibilities and duties of a sponsor

ACTIVITIES: Oral Presentation

1. Teacher gives information
2. Teacher and refugees discuss

EVALUATION: 1. Oral questions

2. Written questions

(Teacher summarizes the important points of the lesson.)

Savath Kem
Hean Nam

ឈ្មោះ ស្ថានភាព និងការងារធ្វើ (sponsor)
អ្នកសារភាពថាជាជនភៀសខ្លួន (Refugee)

ក្រោយពីបានសួរសុខទុក្ខ និងណែនាំខ្លួនរួចមក ចៅក្រមបានចាប់ផ្តើមសាកសួរ
ជនជាប់ចោទ។ ខ្លឹមសារនៃការសាកសួរមានដូចខាងក្រោម៖

១. ស្ថានភាពគ្រួសារ?

ក, ខ្ញុំមានប្រពន្ធ និងកូនប្រុសម្នាក់ ឈ្មោះ
ស៊ីម ឆៃលាង ដែលកើតនៅថ្ងៃទី ១ ខែមករា
ឆ្នាំ ២០០០ ប្រពន្ធខ្ញុំឈ្មោះ ឆាយ ណាម
ហៀន ដែលកើតនៅថ្ងៃទី ១ ខែមករា ឆ្នាំ ២០០០
ដែរ។ ប្រពន្ធខ្ញុំមានការងារធ្វើនៅក្រុមហ៊ុន
ផលិតកាបូបស្បែកមួយ ដែលស្ថិតនៅក្នុង
តំបន់ឧស្សាហកម្ម ដែលមានចម្ងាយប្រមាណ
ជាង ១ គីឡូម៉ែត្រ ពីផ្ទះរបស់ពួកយើង។
ប្រពន្ធខ្ញុំធ្វើការនៅទីនោះជាង ៥ ឆ្នាំមកហើយ
ហើយនាងមានប្រាក់ចំណូលប្រចាំខែ
ប្រហែល ២៥០ ដុល្លារ។

ខ, ខ្ញុំមានបងប្អូនបង្កើតចំនួន ៤ នាក់ ក្នុងនោះ
ស្រីពីរនាក់ ប្រុសពីរនាក់ ខ្ញុំជាកូនទី ៣
ក្នុងគ្រួសារ។ ឪពុកម្តាយខ្ញុំនៅរស់ទាំងពីរ
ហើយនៅរស់នៅក្នុងភូមិកំណើតរបស់ពួកគាត់
ដែលស្ថិតនៅខេត្តកំពង់ចាម។ ឪពុកខ្ញុំធ្លាប់
ធ្វើជាគ្រូបង្រៀនពីមុន ប៉ុន្តែឥឡូវនេះគាត់
ចូលនិវត្តន៍ហើយ។ ម្តាយខ្ញុំធ្វើស្រែចម្ការ
ជាមួយឪពុកខ្ញុំ។ ខ្ញុំមានបងប្រុសម្នាក់
ដែលធ្វើការជាអ្នកបើកឡានដឹកទំនិញ
ឆ្លងដែន ហើយបងប្រុសម្នាក់ទៀតធ្វើការ
នៅរោងចក្រកាត់ដេរ។ ប្អូនស្រីទាំងពីរនាក់
កំពុងរៀនសូត្រនៅថ្នាក់ទី ៩ និងទី ១១
ក្នុងភូមិកំណើតរបស់ពួកគាត់។

ក, ការប្តឹងឧទ្ធរណ៍ (ជុះ)
សេចក្តីអធិប្បាយ និងលទ្ធិនៃការ
ប្តឹងឧទ្ធរណ៍ ដើម្បីសុំឱ្យ
ក្រុមប្រឹក្សាចាត់តាំង ស្ថិតនៅ
ក្រោម ចាន (ល)
ខ, ក្នុងបណ្តឹងនីតិវិធីស៊ីវិល ការប្តឹង
ឧទ្ធរណ៍ទៅសាលាឧទ្ធរណ៍ ត្រូវធ្វើ
ឡើងក្នុងរយៈពេល ៣០ ថ្ងៃ (សាមសិប
ថ្ងៃ) គិតចាប់ពីថ្ងៃដែលមានការ
ប្រកាសសាលក្រម ឬសេចក្តីសម្រេច
ដែលត្រូវប្តឹងឧទ្ធរណ៍ ឬចាប់ពី
ថ្ងៃដែលមានការជូនដំណឹង
សេចក្តីសម្រេចនោះ ទៅកាន់
ភាគីដែលត្រូវប្តឹងឧទ្ធរណ៍ តាម
ករណីដែលមានកំណត់ក្នុងច្បាប់។

ឃ. ការទទួលស្គាល់ជនភៀសខ្លួនដោយអង្គការ.

ក, ក្នុងអង្គការ ការទទួលស្គាល់
ជនភៀសខ្លួនដោយអង្គការ ត្រូវ
ធ្វើឡើងតាមរយៈនីតិវិធីមួយ
ដែលរួមមានជំហានដូចខាងក្រោម៖
ដូចបង្ហាញក្នុងរូបភាពទី ៤

ที่ดินที่ได้รับการเวนคืนตามพระราชบัญญัตินี้
ถูกยกเลิกการใช้ประโยชน์ตามวัตถุประสงค์
ที่ได้รับการเวนคืน

ในกรณีที่มีเหตุจำเป็นต้องใช้ที่ดินที่ได้รับ
การเวนคืนตามพระราชบัญญัตินี้ในการดำเนินการ
ตามวัตถุประสงค์ของการเวนคืนนั้น ให้
ผู้ว่าราชการจังหวัดมีอำนาจที่จะ
ขอให้ผู้ที่เคยเป็นเจ้าของที่ดินนั้นซื้อที่ดินนั้นคืน
ภายในกำหนดเวลาที่ผู้ว่าราชการจังหวัดเห็นสมควร

หมวด ๑ (ต่อ)

๑. ผู้ใดถูกเวนคืนที่ดินตามพระราชบัญญัตินี้
ผู้นั้นมีสิทธิขอรับเงินค่าทดแทนที่ดินนั้น
จากผู้ว่าราชการจังหวัดได้ ภายในกำหนด
เวลาสามปีนับแต่วันที่ได้รับการเวนคืน
ที่ดินนั้น

๒. การขอรับเงินค่าทดแทนที่ดินนั้น
ให้ยื่นคำขอต่อผู้ว่าราชการจังหวัด

๓. ในกรณีที่มีการขอรับเงินค่าทดแทนที่ดิน
ที่ได้รับการเวนคืน ให้ผู้ว่าราชการ
จังหวัดเป็นผู้จ่ายเงินค่าทดแทนที่ดินนั้น

๔. ในกรณีที่มีข้อโต้แย้งเกี่ยวกับการขอรับ
เงินค่าทดแทนที่ดินที่ได้รับการเวนคืน
ให้ผู้ว่าราชการจังหวัดเป็นผู้วินิจฉัย
ชี้ขาดข้อโต้แย้งนั้น

๕. ในกรณีที่ผู้ว่าราชการจังหวัดไม่ได้
จ่ายเงินค่าทดแทนที่ดินที่ได้รับการเวนคืน
ให้แก่ผู้มีสิทธิขอรับเงินค่าทดแทนที่ดินนั้น
ภายในกำหนดเวลาสามปีนับแต่วันที่ได้รับ
การเวนคืนที่ดินนั้น

Shirley Chow

TOPIC: Public Transportation

LESSON FOCUS: Skill

OBJECTIVES: The refugee will be able to:

1. read a transportation map
2. pay for public transportation
3. transfer

ACTIVITIES: 1. INTRODUCTION

Teacher explains use of public transportation, gives instruction for reading maps, paying (tokens, bus passes, correct change), and transferring from bus/train.

2. PRACTICE

a. student follows teacher on his map, the teacher gives directions.
b. student is asked to tell how he would go to a specific location.
c. student is taken on a train or bus to a location.

EVALUATION: Student is asked to go to a specific location on his own. (Note: This activity should be purposeful, that is, the location should be one which the refugee has to be familiar with.)

Thavisouk Vongsaga

TOPIC: Social Customs

LESSON FOCUS: Information and skill

OBJECTIVES: The refugee will be able to keep their appointments and be on time

ACTIVITIES: Oral Presentation Outline

1. Keeping appointments and being on time. Being on time leads you to form good work habits. You can lose your job by being late
2. Showing interest and consideration for yourself and others
3. Regulations
4. Excuses

(Teacher explains and shows examples for the above.)

EVALUATION: Comprehension Questions

1. Is it important to keep appointments and to be on time? Why?
2. How will your work record be affected if you are late for work without an excuse?
3. What would you do when you have an appointment?
4. What should you do when you can't keep your appointments?
5. You have a 3:00 pm doctor's appointment. The doctor is always late. What time are you going to be there?

Behavior

Check to see if the refugees are arriving on time for their ESL classes and appointments in the program. Check if they offer excuses when they are late.

Personal Questions

To be on time

To be on time. Is it important in U.S.? Yes
How to be on time? You have to be the working time.
is it ok. if you'll be there right on time. Then
What is going to happen to you if you are late.
your supervisor is going to blame on you. You should
~~can take to arriving time you might to~~ lose your job.

Bravo Sinephimmachac

TOPIC: Importance of learning English

LESSON FOCUS: Information

OBJECTIVES: The refugees will be able to describe the importance of learning English.

ACTIVITIES: Information Presentation Outline

1. Importance of learning English
2. Places where you can learn English

EVALUATION: Comprehension Questions

1. Does everybody have to know English? Why?
2. Where can you learn English?
3. Will it be easy to find a job without English?

1

learning Engl.

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Xiong Hu

TOPIC: Applications and Resumes

LESSON FOCUS: Information

OBJECTIVES: The refugees will be able to describe an application and a resume

ACTIVITIES: Information Presentation Outline

1. What you write down - work experience, education, etc.
2. Resume - write the resume that will most likely qualify you for the position. The resume depends on the type of job you apply for. You may have more than one resume.

EVALUATION: Comprehension Questions

1. What are the sections of an application form?
2. What is a good resume?

Xiong Hu

TOPIC: Jobs in the United States

LESSON FOCUS: Values

OBJECTIVE: The refugees will compare the world-of-work in their own country to that of the United States and discuss their plans for work in the United States.

ACTIVITY: Information Presentation

Back Home

Back in our country not many people have jobs. Most of the jobs are government jobs. Very few people have a job with companies. We have come from a rural country that doesn't have many companies. Most people are farmers who live in small villages. We have our own land. We are farmers and self-supporting. To go out to find a job was not as important as in the United States. We have our own housing. There is no Social Security or public aid.

Here in the United States The United States is an industrial country. There are big towns with a lot of people. Not many people can own land. The land is very very expensive. Refugees cannot afford to buy land to farm and to own their own houses like in our own country. Many Americans rent houses or apartments to live in. After the depression of 1930, a lot of Americans moved into town to rent apartments and find jobs. Now you are in America - you have no house and no farm like you used to have. You should understand - a lot of people said America is a free country, but if you think carefully it is not a free country. You are a newcomer and have no house and no land. You have to pay taxes.

You have to have a job to make money to support your family and you get paid hourly. But the interpretation is wrong. It is a "minute" pay. You can not come late 10 minutes, or leave three minutes early three times. You will get fired!

Discuss Questions

EVALUATION:

1. What did you do for a living?

2. Is this country, a job is very important. How are you going to find one?

3. What is your plan for supporting your family?

Xiong Hu

TOPIC: Ways to find a job

LESSON FOCUS: Knowledge

OBJECTIVE: The refugee will be able to list ways of finding a job and explain the difference between an active and inactive person

ACTIVITY: Information Presentation Outline

1. Ask sponsors to help find jobs.
2. Ask sponsors or other people you know where the employment agencies are.
3. Ask friends if they know of any job openings.
4. Go out yourself to apply for jobs and fill out applications.
5. Phone employers. Know how to sell yourself.
6. Have a phone number where an employee or counselor can reach you for a job.
7. Be an active person in finding a job.

EVALUATION: Comprehension Questions

1. Who can help you find a job?
2. What can you do to find a job?
3. What is an active person? Are you an active person?

Xiong Hu

TOPIC: Job Interviews

LESSON FOCUS: Information and skill

OBJECTIVE: The refugee will be able to be interviewed successfully

ACTIVITY: A. Information Presentation Outline

1. Dress properly. The clothes should be suitable for the job. Don't wear a suit for a factory job or jeans for an office job.

2. Know how to sell yourself.

3. Have a good haircut, if you're a man. If you are a woman, have your hair combed nicely.

4. Arrive 15 minutes early and fill-out the application. Be ready for the interview.

5. While you are in the interview, speak loudly and clearly and listen carefully to the employee. Answer all questions the best you can.

6. Sit straight. Look the interviewer in the eye.

7. Act like you want to work.

B. Role-play a bad interview and a good interview.

EVALUATION: A. Comprehension Questions

1. How should you prepare for an interview?

2. What should you do in the interview?

B. Role-play

Role-play interviews with the refugees.

Xiong Hu

TOPIC: Company Rules

LESSON FOCUS: Information

OBJECTIVE: The refugees will be able to state types of work rules

ACTIVITY: Information Presentation Outline

1. Come on time. Time clocks and cards
2. Safety protection -shoes, glasses, etc.
3. Employee supervision
4. Medical insurance
5. Pensions
6. Unions - your rights and responsibilities
7. Changing jobs and promotions

EVALUATION: Comprehension Questions

1. What kinds of company rules and policies are there?

Xiong Hu

TOPIC: Lay-offs and unemployment compensation

LESSON FOCUS: Information

OBJECTIVE: The refugees can state a reason for lay-offs and list their rights

ACTIVITY: Information Presentation Outline

1. Get lay-offs when production is down
2. Qualifications for unemployment compensation
3. Rights to unemployment compensation
4. Rights to public assistance

EVALUATION: Comprehension Questions

1. What is one reason for lay-offs?
2. What are your rights when you are laid-off?

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